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ABSTRACT

The purpose of this survey was to determine future needs of the Houston Independent School District based on parents' expectations of schools and aspirations for their children's education. Questionnaires were sent to a random sample of parents of 982 secondary students and 1,058 elementary students. The sample reflected the sex and ethnic distributions of the total district enrollment. Tabulation of the questionnaires indicated that a majority of parents considered education a high priority item and wanted increased emphasis on basic skills, career awareness programs, and college preparation programs. Most would spend existing extra school funds on handicapped and disadvantaged students. The majority of parents hoped that their children would have a college education, become professionals, and learn to think for themselves. Parents supported competency testing but were against using it to permit early graduation. They felt that the current length of a child's total education and of the school day and year should remain the same. While most favored courses for parents enabling them to tutor their children, they were not willing to pay extra taxes to support this program. Parents (especially minority parents) wanted day care for preschoolers. Most wanted to maintain or decrease the current reliance on property taxes. (Author/JM)

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Title IV-C Pilot Program

An Educational Needs Projection Model

Project Report

Survey of Parents' Expectations of Public Schools and Aspirations for Their Children's Education

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Houston Independent School District

July, 1978

EA 011 051

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Survey of Parents' Expectations of Public Schools and Aspirations for Their Children's Education

Introduction

The general purpose of this project (Title IV-C Pilot Program: An Educational Needs Projection Model) is to develop models to predict the personnel needed in the school district over a five-year period in response to current and expected legislation, changes in student population, etc. One component of a model for predicting future school district needs involves the determination of parents' expectations of the public schools and their aspirations for their children's education. This report summarizes the procedures and results of a study to determine the expectations of public education of parents of HISD students, their aspirations for their children's education, and their opinions on selected educational issues.

Procedures

sample design

A simple random sample of 982 students from the secondary school enrollment tapes and 1,058 students from the elementary school enrollment tapes was selected for the study. The sex and ethnic composition of this sample was compared with the sex and ethnic composition of students enrolled in the school district to see if the sample was representative of the school district as a whole. No significant differences in the sex and ethnic distributions were found between the sample and the total district enrollment figures.[1]

questionnaire

After a review of several questionnaires used to determine the public's attitudes toward education, it was decided to use items from the Gallup Poll of the public's attitudes toward education (Elam, 1973; Gallup, 1976), supplemented with items from a locally conducted Policy Study of Educational Issues (Alston & Valentin, 1978), as well as a few items from the Houston Community Study (Stafford & Lehnen, 1976), a Wisconsin survey of the public's attitudes toward education (Wisconsin

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[1] Many of the students who are considered as Hispanics for purposes of reports to HEW were not listed as such on the student enrollment tapes.

Department of Public Instruction 1976), and the 1977 HISD Graduate Student Follow-Up Survey. The items were modified so that they would be appropriate for use in a mail-out questionnaire. A total of 33 items were selected or constructed to measure the expectations of parents of HISD students of the public schools, their aspirations for their children, and their opinions on selected educational issues.[2]

mail-out

The questionnaires were sent to the schools in which the sample of students were enrolled along with the list of students selected, a return rate form, and a letter of explanation to the school principal. The school principal was asked to have the students take the questionnaires home to their parents and return them to the schools, to record the number of questionnaires returned and the number of students no longer enrolled in the school, and to return the questionnaires and return rate forms to the Research Office.

The parents of each student selected for the study were sent a copy of the questionnaire and a cover letter explaining the study and requesting their opinions. The parents of Hispanic students were sent letters and questionnaires in both English and Spanish.

In an effort to tabulate the number of respondents who returned the questionnaire, the student's name was written on the cover letter to the parents. Unfortunately, the first page of the questionnaire was printed on the back of the cover letter and this jeopardized the anonymity of the responses. When this was realized, the school principals were asked not to send out any questionnaires they had not already sent, and a copy of the cover letter without the parent's name on it was distributed.

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[2]Items derived from the Gallup Poll were 1-4, 6-13, 16, 17, and 20-22; items derived from the HISD Policy Study of Educational Issues were 5, 18 and 19; items derived from the Houston Community Study were 23 and 24; item 14 was from the HISD Graduate Follow-Up study; item 25 was from the Wisconsin study; and the rest of the items were prepared by the authors for this study.

The responses of parents whose names were on the cover letters may have been different from the responses of parents whose names were not on the cover letter because of the increased possibility that someone would note how they, as individuals, had responded on the questionnaire. School personnel were asked to treat all questionnaires confidentially and any information that would identify the parent or the school was removed from the questionnaires prior to their being tabulated. The responses to the items on the questionnaire from the parents whose names had not been on the cover letter (Group I) were compared with those of the parents whose names were on the cover letter (Group II) and where there were any significant differences between the groups, both group results are reported.

rate of return

The students selected for the study were enrolled in 235 schools. Information for the study was returned from 85% of the schools. As can be seen in Table 1, of the 2,040 questionnaires sent out from the Research Office, 51% were returned, 28% were not returned by the parents, 8% of the sample of students were no longer enrolled in the school, and no report on the questionnaires for 13% of the sample was received from the schools. Thus, of the 1,620 questionnaires that were apparently sent to the parents by the schools, 64.5% were returned.

The large majority of the surveys sent out by the schools had the student's name on the cover letter. Of the questionnaires returned, 87% were from parents whose child's name was on the cover letter (Group II) and 13% were from parents whose child's name was not on the cover letter (Group I).[3]

analyses

On each item the percentage of individuals who chose each alternative was calculated. For items on which the respondent was to give a single answer, the percentages refer to the distribution of responses among the alternatives for the item. For items on which the respondent could choose more than one answer, the percentage refers to the distribution of responses on each alternative of the item.

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[3]It is estimated that the return rate from Group I was about 50.1% and that the return rate from Group II was about 65.2%, that is, the return rate was probably better for questionnaires with the parent's name on the cover letter. As noted, the overall return rate was 64.5%.

The responses of Group I and Group II were compared on each item and for any item on which they were significantly different, both percentages are reported. Demographic items (father's education, mother's education, occupational category of head of household, approximate total family income, ethnic group membership, language spoken at home) were included to describe the sample and to see if different demographic groups differed in their opinions on selected questions.[4]

Demographic Characteristics of Participants

The analyses of this parent survey were based on the responses of 1,030 parents of HISD students.[5] The ethnic group membership, the dominant language spoken in the home, the education of each parent, the nature of employment by the head of the household, the total family income, and the number of children currently enrolled in HISD follow. Where there is a significant difference in the demographic characteristics of Group I and Group II, the overall percentage and the percentages for each group are reported.

Ethnic Group Membership	Total	Group I	Group II
Anglo-American	38%	38%	39%
Negro-American	39%	30%	39%
Hispanic-American	20%	27%	20%
Other	3%	5%	2%

Dominant Language	Total	Group I	Group II
English	91%	85%	92%
Spanish	8%	14%	7%
Other	1%	1%	1%

[4] The following crosstabulations were made and any practically significant results reported: Q1, Q2, Q6, Q14, Q23 by Q31 to Q33; Q12, Q26, Q27 by Q31 to Q33; Q3, Q5, Q9, Q11, Q18, Q20, Q21, by Q31 to Q33; and Q15 by Q33.

[5] 1045 questionnaires were returned but only 1030 were returned by the date on which the data was keypunched for analyses.

Education of the Student's Father	Percent
Graduate professional training	11
Standard college/university graduation	10
Partial college training	16
High school graduation	20
Partial high school (10th or 11th grade)	16
Junior high school (7th through 9th grades)	9
Less than seven years	10
Do not know/no answer	8
Education of the Student's Mother	
Graduate professional training	6.5
Standard college/university graduation	9
Partial college training	20
High school graduation	30
Partial high school (10th or 11th grade)	13
Junior high school (7th through 9th grades)	10
Less than seven years	6.5
Do not know/no answer	5
Employment of head of household	
Manual laborer (custodian, dock, factory hand)	21
Craftsman (repairer, welder, carpenter)	22
Trade worker (bank teller, claims examiner, retail)	8
Technician/administrator(accountant, social worker)	10
Professional (doctor, architect, engineer, professor)	15
Executive in large business (corporate vice-president)	5
Other (alternative specified)	15
Currently out of work	4
Total Family Income	
Under $3,000	7
$3,000 - $6,000	7.5
$6,000 - $12,000	16
$12,000 - $18,000	17.5
$18,000 - $25,000	15
Over $25,000	18
Do not know/no answer	19

Number of Children Currently Enrolled From K-12	Percent
One	24
Two	32
Three	22
Four	13
Five	5
Six	2
Seven	1
Eight	0
More than 8	1

Results

Rating of the Public Schools

A five-point grading scale with a sixth option "Do not know/no answer" was used to ascertain the parents' assessment of schools in HISD. The question read as follows:

> Students are given the grades A, B, C, D, and F to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools here - A, B, C, D, or F? (Circle one)

Ratings Given the Public Schools	National Totals 1976 Gallup Poll	Houston Totals 1978 Poll
	%	%
A rating	13	13
B rating	29	29
C rating	28	33
D rating	10	10
Fail	6	3
Do not know/no answer	14	12

Overall, Houston results were very similar to national totals. Within the local sample there were rating differences among the subgroups. Participants earning less than $3,000 or between $18,000 - $25,000 tended to hold a higher opinion, rating the schools "B". Schools were rated either "A" or "B" by 52.5% of the Hispanic Americans, 42.8% of the Negro-Americans, and 36.1% of the Anglo-American.

Within the local sample there were also significant differences between the responses of Group I (no name on questionnaire) and Group II (name on questionnaire). In general, Group I was more negative, rating the schools lower than Group II.

Ratings	Total %	Group I %	Group II %
A	13	6	14
B	29	26	30
C	33	38	32
D	10	18	9
F	3	4	2
Do not know/no answer	12	8	13
	100	100	100

Or, expressed another way:

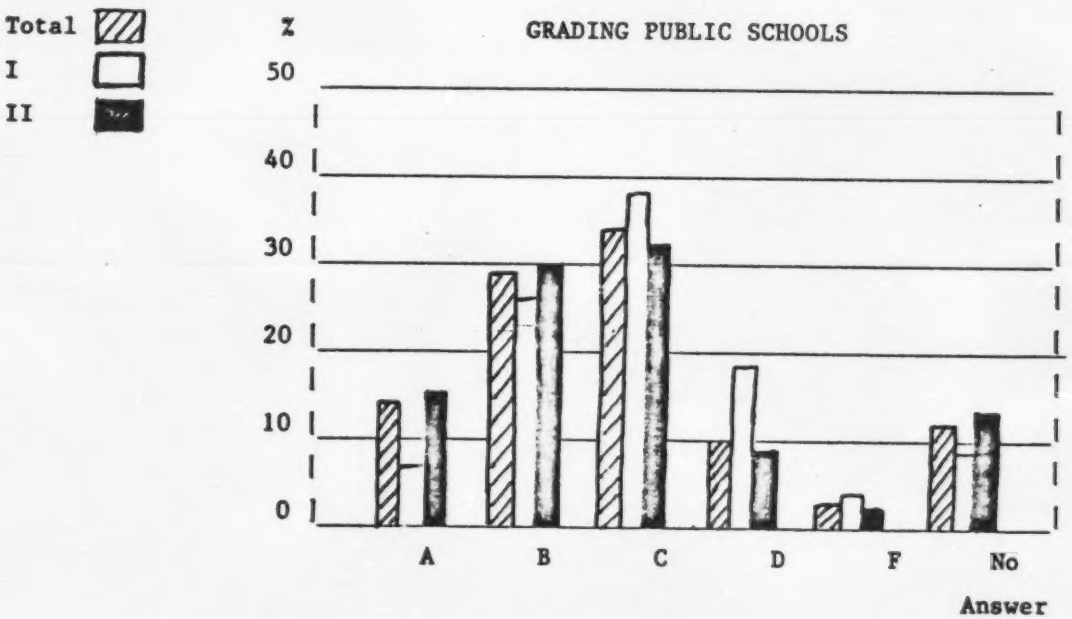

Figure 2

Ways to Improve the Public Schools

Respondents were given the opportunity to suggest ways of improving the quality of HISD schools. Fourteen alternatives were offered. (The option "#15 None" received 0% response). Parents could select as many choices as they thought applicable.

The most frequently named response was "devote more attention to teaching of basic skills" with 64% choosing it. While this was the clearcut leader on this question, it is interesting to note that when parents were asked to name problems facing the local schools, only 15% chose "poor curriculum."

The next three highest number of mentions were "meet individual needs of students," "enforce stricter discipline," and "provide opportunities for teachers to keep up-to-date regarding new methods."

When parents' responses were viewed in light of demographic information, varied results were gained. The basic skills program was most highly endorsed by Anglo-Americans (73%) and those in the over $25,000 income bracket (80%). Programs which gained in support with the increasing salary levels of respondents were enforcement of stricter discipline, raising of academic standards, raising teachers' salaries, and lowering the student/teacher ratio. Negro-Americans were the strongest advocates of improvement in parent/school relations (49%) and increasing amount of homework (23%). Support for building new buildings and keeping teachers up-to-date came from the Hispanic-Americans, followed by Negro and Anglo-Americans, respectively. Career education was suggested least often by lower income groups. And lastly, bilingual programs received a stronger endorsement (41.6%) from the Spanish-speaking population than the English-speaking (14.3%).

Where differences appeared between the named/unnamed subgroups, results are noted separately in the following chart. Again, parents had the option of choosing more than one response.

Which of these ways do you think would improve the overall quality of public school education? (circle as many as apply)

	% Affirmative		
	Total	I	II
Devote more attention to teaching of basic skills	64		
Enfore stricter discipline	46		
Meet individual needs of students	51	62	49
Improve parent/school relations	36		
Emphasize moral development	32		
Emphasize career education and development of salable skills	34	42	33
Provide opportunities for teachers to keep up-to-date regarding new methods	42	52	41
Raise academic standards	26		
Raise teachers' salaries	32		
Increase amount of homework	17	24	16
Build new buildings	11		
Lower age for compulsory attendance	7		
Lower student/teacher ratio	36		
Offer bilingual/multicultural education	18		
None	0		
Do not know/no answer	5	2	6

Standard Examination for High School Diploma

As was the case in the Gallup poll, there was a consensus favoring implementation of an exam that students must pass in order to graduate from high school. There was an affirmative majority in each segment of the population, whether viewed from the standpoint of ethnic background, income level, or dominant language.

In order to get a high school diploma, should students in the United States be required to pass a standard examination? (circle one)

	National Totals	HISD Totals
	%	%
Yes, they should	65	65
No, they should not	31	24
Do not know/no answer	4	11

Decline in National Test Scores

The majority of parents of children in HISD believe that the decline in national test scores signifies a decline in the quality of education. A second question concerning the reasons for decline showed little skepticism for the nature of the testing procedures or the norms; rather, the blame seemed leveled at parents, television, student lack of motivation, and teacher lack of attention. On this last reason, parents from Group I tended to be more critical of teachers than those in Group II. It is interesting that the top three sources of blame did not stem from the public schools themselves.

Further analysis showed that the majority (over 50%) of parents in every income group, except those earning less than $3,000 annually, felt that lack of parent attention was a key reason for the decline. Generally, the Anglo-Americans were the hardest on themselves as parents (65% choosing "less parent attention") and on their children for lack of motivation (55%). Hispanic parents, on the other hand, were least likely to name themselves (52%) or their children (40%) accountable. Negro households assumed a similar posture regarding student motivation, (40% choosing "students are not as motivated") but were harder on the parents (61% selecting that choice).

The two questions and their results:

Do you believe that a decline in national test scores of students in recent years means that the quality of education today is declining? (circle one)

	%
Yes, it is declining	61
No, it is not declining	21
Do not know/no answer	18

Listed below are some reasons that have been given to explain the decline in national test scores. Indicate which ones you think are most responsible for the decline. (circle as many as apply)

	% Affirmative		
	Total	I	II
Less parent attention, concern, and supervision of child	60		
Students are not as motivated to do well	46		
Too much televison viewing	52		
Society is becoming too permissive	38		

Teachers are giving less attention to students	43	54	42
It is easier to get into college now	8		
Schools are expanding the number of courses offered	9		
The tests are not reliable	14		
Available norms for tests are outdated	8		
Students really know more than tests show	18		
Do not know/no answer	6		

Increasing the School Day/Year

Parents were asked to comment on the length of time their child spends in school. While Hispanic parents were more receptive on the whole to making a change, the clearcut majority of all parents favored the maintenance of the current school schedule.

The question:

The amount of time spent receiving instruction and studying is related to academic achievement. In order to raise academic achievement would you favor increasing the school day or the school year?

	%
Extend school day, not school year	16
Extend school year, not school day	10
Extend both school day and school year	4
Keep both school day and school year as it	64
Do not know/no answer	6

Career Awareness

The survey included two questions pertaining to career awareness being included in the school curriculum, one on the high school level and one for elementary school. In both cases parents seemed to feel that career awareness was a worthwhile aspect of the curriculum.

In the high school curriculum, do you think that the preparation of students for career awareness is adequate? (circle one)

	%
Yes, it is adequate	25
No, more emphasis should be placed on career awareness	50
No, less emphasis should be placed on career awareness	4
Do not know/no answer	21
	100

Should the elementary school curriculum include information about jobs and careers? (circle one)

	%
Yes	58
No	37
Do not know/no answer	5
	100

Parent Courses to Help Children

Developers of the Gallup Poll recognized that many of the ways to improve education are never implemented because they require higher taxes. It was thought that real support for an idea would be measured by asking if parents would pay additional taxes for a particular program (Gallup, 1976). Offered was a proposal for courses given for parents in order to help parents tutor their children at home. The proposal was divided into two parts: the idea of the courses and the additional tax issue. In both cases, HISD parents as a whole expressed less interest than those nationwide. However, Negro parents were very supportive of the courses (83% in favor) and Hispanics approached the national totals with 75% showing support. The Anglo parents with 50% endorsement are responsible for the lower overall figure.

It has been suggested that courses be offered for parents in order to help parents tutor their children at home. How do you feel about this idea? (circle one)

	Percent			
	National	Houston ISD		
		Total	Anglo	Negro	Hispanic
Good idea	77	67	50	83	75
Poor idea	19	23	40	10	14
Do not know/no answer	4	10	10	7	11

Would you be willing to pay additional taxes to support such a program? (circle one)

	Percent	
	National	HISD
Yes	51	41
No	21	43
Do not know/no answer	5	16

Early Graduation

Given individual differences of students - some anxious to begin working, others eager to get on to college - an idea has been proposed which would enable those students meeting certain minimal requirements to leave school early. The question was phrased:

> Currently some states are considering legislation which will permit students to graduate from school at age 14; the students must pass a test showing that they can read, write, and figure with sufficient skill to get along. How do you feel about this plan? (circle one)

	%
Approve	22
Disapprove	71
Do not know/no answer	7

The degree of disapproval was generally stronger in the higher half of the income brackets. Conversely, there was more approval for the proposal in lower income groups. When viewed from the perspective of dominant language, one finds 76% of English-speaking parents opposed, while only 38% of the Spanish-speaking parents expressed that view.

Student Character Development

Given that public school education takes place during the formative years of character development, it was thought important to ask parents what quality they consider "most important" to instill in a child. The decidedly favorite response was "learning to think for oneself." Second and third choices were "willingness to accept responsibility" and "eagerness to learn". The choices "aesthetic awareness", "ability to influence others", "appreciation of other cultures", and "problem solving skills" drew relatively little positive response.

The choice "learning to think for oneself" received a higher priority from parents of Anglo and Negro background than those of Hispanic origin. That choice and a second one, "desire to excel," got their greater emphasis from the two extreme income groups. Parents in the lower income brackets concerned themselves with their children's "eagerness to learn." Hispanic parents dominated in the selection

of "appreciation of other cultures" and, along with Negro parents, the "ability to get along with others". The Anglo and Hispanic-Americans stressed "willingness to accept responsibility", while Anglo-Americans led (11%) in the choice of "high moral standards".

The same choices were presented a second time in response to a different question, "which quality do you think is most neglected by schools?" Three choices were the predominant selections "high moral standards," "learning to think for oneself," and "eagerness to learn". These were the same three leaders nationally in the Gallup poll.

Complete results:

	Most Important Overall Development	Most Neglected by Schools
	%	%
Learning to think for oneself	37	14
Ability to get along with others	8	5
Willingness to accept responsibility	19	9
High moral standards	8	15
Eagerness to learn	16	12
Desire to excel	4	7
Problem solving skills	2	9
Aesthetic awareness	0	2
Ability to influence others	0	2
Appreciation of other cultures	1	5
Do not know/no answer	5	20

Curriculum Content

Educators are called upon to provide extensive course selections and services. Parents were asked their opinions on both general curriculum and special programs.

What general programs are you most interested in the schools providing for your child? (circle as many as apply)

	Percent Affirmative Responses
College Preparatory	
Accelerated	26
General	47
Commercial/Business	33
Vocational	32
Non-College Preparatory	
General	35
Commercial/Business	26
Vocational	38
Do not know/no answer	10

If there were additional funds for specific programs, on which programs should more money be spent? (circle as many as apply)

	% Affirmative Responses		
	Total	I	II
Migratory student program	11		
Limited English-speaking and bilingual student program	23		
Disadvantaged (academic, social, or economic) student program	44	34	45
Blind and partially sighted student program	38	29	40
Deaf and hard of hearing student program	40		
Brain-injured student program	31		
Physically handicapped student program	48		
Mentally retarded student program	42	33	43
Emotionally disturbed student program	41		
Speech handicapped student program	34		
Pregnant student program	15		
Dropout or delinquent student program	38		
Gifted student program	29		
Computer assisted instruction program	12		
Do not know/no answer	7		

On the question of basic curriculum programs, the leading answer was General College Preparatory. Support was drawn from the Anglo (58%), Hispanic (43%), and Negro-Americans (38%) in that order, whereas for Accelerated College Preparatory the strength of response was from the Anglo (37%), Negro (21%), and Hispanic-Americans (16%) respectively. However, on both of these college preparatory programs parents demonstrated an increase in their interest with an increase in their income level. In other College Preparatory programs, Black-Americans were definitely responsive to both Commercial/Business (41%) and Vocational (35%) programs, being joined by Hispanic parents (39%)on the latter. The interest of the most affluent parents was less for Commercial/Business and Non-College Preparatory General programs than those in the less affluent income levels. The least affluent group demonstrated the least interest (27%) in Non-College Preparatory Vocational programs.

As can be noted in the preceding tables, parents in Group I were less inclined to spend money for disadvantaged students and handicapped students than parents in Group II. Spanish-speaking parents were more supportive (22% favored) of a Migratory student program than English-speaking parents (9%) though it was not a "favorite choice" item. These same Hispanic parents were almost evenly divided in their support of LESA-bilingual programs (51% for; 49% against).

How to Reduce School Costs

School budgets are being scrutinized across the nation to see if and where costs could be cut. Eight potential reductions were proposed to parents. In each case, they reacted unfavorably to the suggestions. Frequently, this was a clear departure from the national opinion as measured by the Gallup poll.

Results from both are as follows:

Here is a list of many ways that have been suggested for reducing school costs. In each case, will you indicate your opinion. (circle one letter for each item)

	Percent	
	National Total	Houston Total
Reduce the number of administrative personnel		
a. Favorable	72	34
b. Unfavorable	19	39
c. No opinion	9	27

	Percent			
	National Total	Houston Total	I	II
Reduce the number of counselors on the staff				
a. Favorable	52	14		
b. Unfavorable	38	64		
c. No opinion	10	21		
Reduce the number of subjects offered				
a. Favorable	39	13		
b. Unfavorable	53	76		
c. No opinion	8	12		
Cut out the twelfth grade by covering in three years what is now covered in four				
a. Favorable	36	19		
b. Unfavorable	58	70		
c. No opinion	6	11		
Cut out after school activities, like bands, clubs, athletics etc.				
a. Favorable	31	9		
b. Unfavorable	63	81		
c. No opinion	6	10		
Reduce the number of teachers by increasing class sizes				
a. Favorable	23	3		
b. Unfavorable	70	90		
c. No opinion	7	7		
Cut all teachers' salaries by a set percentage				
a. Favorable	18	4	10	3
b. Unfavorable	74	77	69	79
c. No opinion	8	19	21	18
Reduce special services such as speech, reading, and hearing therapy				
a. Favorable	10	7		
b. Unfavorable	85	85		
c. No opinion	5	8		

In line with the decrease in birthrate, school enrollments are declining. Should school budgets be reduced accordingly? While national totals show support for this idea, parents in Houston didn't agree.

The results:

School enrollments in many parts of the nation have declined because of a lower birthrate. Would you suggest that school expenditures be re-reduced accordingly? (circle one)

	National Totals	Houston Totals
	%	%
Yes	55	26
No	35	51
Do not know/no answer	10	23

Taxation

Further questions regarding school finance issues were asked in the context of reliance on property taxes and alternative sources of revenue for funding school programs. While a small percentage (generally from the two lower income brackets) called for greater reliance on property taxes, the majority seemed evenly divided between maintaining the status quo and moving towards less reliance. In the "status quo group" the primary endorsers were those earning over $18,000/year, whereas the "less reliance group" had uniform support from all but the lowest income level. On the question of alternative sources of revenue, the largest consensus chose the "do not know" option with "state government (through sales tax)" being the second favorite choice.

The two questions and their results:

About 53% of the money for public schools in the Houston Independent School District is raised locally, 41% is received from the state and 6% is received from the federal government. Of the money supplied from local sources, over 90% is obtained from property taxes. Should there be less reliance on property tax in funding public schools?

	%
Yes, less reliance	35
No, more reliance	7
No, keep as is	36
Do not know/no answer	22
	100

If property taxes were decreased, what other source of revenue would you favor as a basis for funding public education?

	% Affirmative Responses
Tax on stocks, bonds, bank accounts, etc.	10
Tax on personal items (clothing, furnishings, cars)	4
Tuition charged to parents of school age children	8
State government (through sales tax)	29
Federal government (through income tax)	19
Rental of school buildings	10
Other (alternative specified)	7
No other source	6
Do not know/no answer	32

Supplementary Home Facilities

In the earlier question concerning decline in national test scores, parents cited their own lack of attention to the child as a cause. Home conditions would appear to have direct bearing on a child's performance in school. Parents were asked their opinion on a proposal to provide live-in boarding schools for children with unfavorable home environments. A second question dealing with supplementing home environments with school facilities asked whether childcare centers should be made available for all preschool children. In general, Houston parents were more inclined to endorse both these proposals than parents nationwide.

Among the Houston parents, opinions did vary. On both questions there was a definite correlation between the amount of money earned by the parents and their views of the programs; namely, those with less money demonstrated more support and vice versa. For example, 91% of those earning under $3,000 favored a childcare program dropping to 30% in the over $25,000 bracket. While only 3% of the less affluent

opposed the program, 66% of the wealthier group did. When viewed along ethnic lines, Negro parents were most supportive of both programs, followed by Hispanic and Anglo-Americans, respectively. However, when parents were grouped by dominant language, the Spanish-speaking ones emerged as the prime supporters of both facilities.

Should live-in boarding schools be provided at public expense for children with unfavorable home environments? (circle one)

	National Totals	Houston Totals
	%	%
Yes, they should be provided	39	42
No, they should not be provided	50	39
Do not know/no answer	11	19

As part of the public school system, a proposal has been made to make child-care centers available for all preschool children. How would you react to this program? (circle one)

	National Totals	Houston Totals
	%	%
Favor	46	59
Oppose	49	32
Do not know/no answer	5	9

Problems for School and City

Parents were asked to identify the biggest problems facing the public schools and the biggest problems facing people living in the city of Houston. In addition, they were asked to list the municipal problems in order of seriousness. National results are shown with local totals on the issue of public school problems.

In general, Houston respondents tended to select more answers than national respondents, thus inflating the total percentage of affirmative responses. However, when one looks at the relative totals, both populations considered lack of discipline as the major problem. Houston parents viewed use of drugs, difficulty of getting "good" teachers, parents' lack of interest, and pupils' lack of interest as critical. In contrast, Gallup parents emphasized integration/segregation/busing, lack of proper financial support, and poor curriculum (their #2, 3 and 4 choices) as problems for the school.

The results:

What do you think are the biggest problems with which the public schools in this community must deal? (circle as many as apply)

	% Affirmative Responses	
	National	Houston
Lack of discipline	22	61
Integration/segregation/busing	15	24
Lack of proper financial support	14	20
Poor curriculum	14	15
Use of drugs	11	54
Difficulty of getting "good" teachers	11	41
Parents' lack of interest	5	48
Size of school/classes	5	37
School board policies	3	13
Pupils' lack of interest	3	47
Lack of proper facilities	2	15
Crime/vandalism	2	37
Communication problems	1	35
There are no problmes	3	1
Miscellaneous (alternative specified)	8	4
Do not know/no answer	12	5

(Totals exceed 100% due to multiple responses)

Parents of students in the sample considered crime to be the biggest problem facing Houston today. Second and third-ranked problems were transportation and education. Crime was equally perceived as a problem by Anglo and Negro parents, while it seemed less so for Hispanics. Both transportation and education were viewed as a bigger problem for the wealthier segments of the population, whereas the poorer felt more plagued by the quality of life. The biggest proportion feeling the general economy was a problem were those earning between $3,000-12,000 or, by ethnic background, the Hispanic, Negro, and Anglo-Americans, respectively.

For people living in Houston today, which of the following are problems? (circle as many as apply)

	% Affirmative Responses		
	Total	I	II
Crime	82		
Transportation	55	47	56
General economy	33		
Quality of life	23		
Education	40		
Local Government Services	26		
No problems	1		
Do not know/no answer	5		

Of the problems you circled, please rank these problems from most serious (#1) to least serious for Houston.

Absolute Frequency of Response

	Crime	Transportation	General Economy	Quality of Life	Education	Local Government Services	Total
Most Serious	426	85	44	28	49	12	644
	86	131	87	39	90	43	476
	27	97	36	31	78	57	327
	6	29	26	25	24	29	140
	6	16	5	7	6	10	50
	-	5	6	-	3	9	24
Least Serious	-	1	-	-	-	-	1

Aspirations for Children

There were two questions concerning the parents' plans for their children following school. In a few words, parents hold high hopes! A clear majority want their children to become "Professionals" and expect them to go on to college. It is interesting that both professionals and executives are considered well-to-do in our society, yet 60% of the parents chose the professional category for their child and only 5% selected the executive option (strongest supporters were the parents in the lowest income level). Further analysis by demographic information showed that the professional occupation drew the largest response in all categories in both the financial and ethnic groupings and that this response increased as the scale moved upward in income. It is interesting to note that while the choice of laborer drew limited response, it attracted absolutely none from those earning less than $3,000, over $25,000, or having Spanish as their dominant language.

Here are the results for the total sample:

What general occupational category would you like for your children to enter?

	%
Manual laborer (custodian, stock, factory hand)	1
Craftsman (repairer, welder, carpenter)	6
Trade worker (bank teller, claims examiner, retail)	7
Technician/administrator (accountant, social worker)	19
Professional (doctor, architect, engineer, professor)	60
Executive in large business (corporate vice-president)	5
Other (alternative specified)	2
	100

What do you expect your children to do upon completion of high school? (circle one)

	%
Begin working	7
Join the military	1
Go on to college	70
Attend business school	5
Attend vocational/technical school	7
Do not know/no answer	10
	100

Limitations of the Study

With 20/20 hindsight it is possible to note several ways in which the content and conduct of the survey might have been handled differently.

Perhaps the key factor is confidentiality. There were two ways in which this was endangered: the pupil's name and number on the cover letter, and the manner of distribution and return. Had the cover letter to the parents been printed on a separate sheet, even with the student's name on it, parents could have been instructed to detach the letter and return an intact questionnaire. Also, had they been requested to return the form directly to the HISD administration building rather than to the schools, parents might have felt more at liberty to respond candidly.

In asking parents to grade the public schools, the question did not differentiate between the child's own school and districtwide evaluation. Many respondents submitted two or more answers as a result. Others telephoned to clarify the intent of the question. In a large district with numerous programs (Magnet, ESAA, Title I) it is feasible to expect variation from school to school and, thus, variation in parent assessment.

Summary

Expectations of Public Education

There were numerous questions on the survey that were directed toward defining the expectations of HISD parents. Included among these were the items on grading, national test scores, curriculum content and improvements.

Parents of HISD students seem to feel that the schools are doing an adequate job of educating their children. The overall rating of C+ would indicate an acceptable performance with room for improvement. Given that education ranked third (behind crime and transportation) among problems for Houstonians, parents would appear to consider education a high priority item.

When asked about the declining test scores, parents were <u>not</u> quick to blame the schools. In fact, the top three responses (less parent attention, too much television viewing, less motivated students) were not within the direct jurisdiction of the

schools. It would appear that if a child's academic success is largely subject to his home life, parents are including themselves in the responsibility for realizing their expectations for their children.

Parents did express their views on what they felt should be included in the school curriculum. Sixty-four percent (64%) of the parents wanted increased emphasis on basic skills. The majority also elected to have career awareness programs increased on the secondary level. The overall curriculum meriting the most attention was General College Preparatory (not accelerated). Further support to this idea was evidenced by parents ranking programs for gifted students as 11th of 15 areas where extra money could be spent. Physically handicapped and disadvantaged students should be the recipients of any extra funds in their opinion.

In general, it seems parents are concerned about public schools. They want the emphasis placed on the average student with the capability of going on to college. Basic skills are important as is preparation for the world of work through career planning. Yet the schools are not the sole burdens of the charge; the responsibility is shared.

Aspirations for their children

Parents' aspirations for their children were ascertained from certain perspectives. They were asked what qualities were most important in development, what they expected their child to do after high school, and what line of work they hoped their child would select as a career.

Parents' aspirations paralleled their expectations of the school curriculum. More than half want their children to become professionals by career choice and 70% want for their child to have a college education.

These points focus on a child's academic development, but there is the broader concern for his overall development, too. When parents were asked what quality was most important to instill in a child, the leading response was "learning to think for oneself". It is likely that the parent is hoping for the child's self-sufficiency and self-reliance with the added wish that college training will earn him or her a good standard of living.

Policy Issues

The school district is faced with many policy issues today. Parental input on specific issues may be helpful to school administrators in their decisions regarding district policies.

Views were sought on competency testing, school scheduling, parent courses, early graduation, expenditures, taxation, boarding schools and day care centers.

On the subject of competency testing as a prerequisite for graduation, 65% of the parents endorsed the idea. Yet they were opposed (71%) to using such a test to permit early graduation at the age of 14. They also vetoed the idea of eliminating twelfth grade by condensing four years into three, thus indicating support for the current duration of high school education. They further endorsed maintaining both the school day and the school year at their current length. While more parents advocated extending the school day, rather than the year, 64% wanted both left as is.

When asked about courses for parents so that they might help tutor their child, 67% of the parents thought the courses were a good idea. But only 41% were willing to pay additional taxes to see the program actualized. On this question it would seem they are more willing to involve themselves personally, rather than financially.

Parents were also asked about entrusting the schools with responsibilities that have belonged to the parents to date. Should live-in boarding schools be provided at public expense for children with unfavorable home environments? Replies were almost evenly divided on the issues with a slight edge in support of the proposal. A second question dealt with providing child care centers for preschoolers, again at public expense. The majority (59%) of the parents endorsed this idea.

Given the basic issue of how to pay for educational services, parents were somewhat divided in their views. While very few advocated increased reliance on property tax for school funding, they were almost equally divided between maintaining the current level or decreasing reliance. There was no overwhelming conclusion as to alternative sources of revenue, but the most frequently selected source was the state government, through sales tax.

Implications for Education Planning

Perhaps the most interesting finding was the parents' call for college preparatory programs. Seventy percent of the parents expect for their children to go on to college immediately after high school. Further, sixty percent want their child to prepare for a professional career. The parents want the schools to prepare the students to achieve these high goals.

Further, parents endorse the practice of requiring students to pass a standardized test in order to receive a high school diploma, insuring a certain level of academic mastery. The high school diploma should signify educational achievement. School administrators can expect the introduction of such a program to meet with parental support.

While Negro and Hispanic parents are likely to endorse child care centers for preschool children as a part of the public school system, officials can anticipate opposition on their implementation from Anglo parents. Although none of the suggested special programs received support from the majority of the parents (over 50%) programs for the physically handicapped and disadvantaged segment of the student population received the most approval as an area for spending extra funds.

Generally, the parents seemed supportive of the schools and school board policies. They did not advocate any of the suggested school program or salary cutbacks. They did not place the primary blame for lack of student performance on the schools. School officials can probably anticipate a receptive attitude toward the district's efforts to provide quality education.

H7003

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Appendix

TABLE 1

RATE OF RETURN

	Parents/ # Students Contacted	Returned	Not Returned	No Longer Enrolled	No Report From School	Programs/ #Schools Contacted	#Schools Respond-ing	# Schools No Response
Senior High								
Actual	482	236	164	20	62	31	25	6
%	100%	49%	34%	4%	13%		81%	19%
Junior High								
Actual	500	262	161	18	59	31	26	5
%	100%	52%	32%	4%	12%		84%	16%
Elementary								
Actual	1058	547	250	125	136	173	148	25
%	100%	52%	23%	12%	13%		86%	14%
Total								
Actual	2040	1045	575	163	257	235	199	36
%		51%	28%	8%	13%		85%	15%

Houston Independent School District

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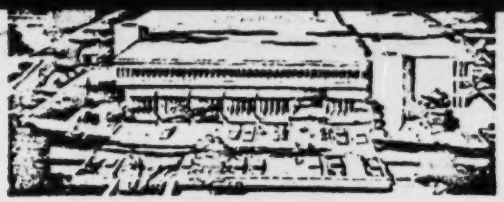

February 20, 1978

Dear Parent:

As part of a project to estimate the educational needs of the Houston Independent School District (HISD) for the next few years, we are asking a random sample of parents to respond to a questionnaire on their expectations of HISD schools and their aspirations for their children's educations.

Along with other parents, you have been selected to participate in this study. Everyone's answers will be counted and a report of the results will be distributed to school district administrators.

Please answer the questions on the attached "Survey of Parents' Expectations of Public Schools and Aspirations for their Children's Education" and return it to your child's school. The school will forward the surveys to the district Research and Evaluation Department.

Thank you for your assistance in this effort to obtain the opinions of HISD parents concerning public education.

Sincerely,

Herbert L. Alston

Herbert L. Alston, Ph.D
Research Associate

HLA/b/lmj

Attachment

O-10122

Survey of Parents' Expectations of Public Schools and Aspirations for Their Children's Education

Please answer the following questions and return this form by your child to his school. The school will forward the form to us. If you have any questions concerning this survey, please call Dr. Herb Alston or Ms. Cathy Valentin at 623-5226.

Q1 Students are given the grades A, B, C, D, and F to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public school here - A, B, C, D, or F? (circle one)

1. A
2. B
3. C
4. D
5. F
6. Do not know/no answer

Q2 Which of these ways do you think would improve the overall quality of public school education? (circle as many as apply)

1. Devote more attention to teaching of basic skills
2. Enforce stricter discipline
3. Meet individual needs of students
4. Improve parent/school relations
5. Emphasize moral development
6. Emphasize career education and development of salable skills
7. Provide opportunities for teachers to keep up-to-date regarding new methods.
8. Raise academic standards
9. Raise teachers' salaries
10. Increase amount of homework
11. Build new buildings
12. Lower age for compulsory attendance
13. Lower student/teacher ratio
14. Offer bilingual/multicultural education
15. None
16. Do not know/no answer

Q3 In order to get a high school diploma, should students in the United States be required to pass a standard examination? (circle one)

1. Yes, they should
2. No, they should not
3. Do not know/ no answer

Q4 Do you believe that a decline in national test scores of students in recent years means that the quality of education today is declining? (circle one)

1. Yes, it is declining
2. No, it is not declining
3. Do not know/no answer

Q5 The amount of time spent receiving instruction and studying is related to academic achievement. In order to raise academic achievement would you favor increasing the school day or the school year?

1. Extend school day, not school year
2. Extend school year, not school day
3. Extend both school day and school year
4. Keep both school day and school year as is
5. Do not know/no answer

Q6 Listed below are some reasons that have been given to explain the decline in national test scores. Indicate which ones you think are most responsible for the decline. (circle as many as apply)

1. Less parent attention, concern, and supervision of the child
2. Students are not as motivated to do well
3. Too much television viewing
4. Society is becoming too permissive
5. Teachers are giving less attention to students
6. It is easier to get into college now
7. Schools are expanding the number of courses offered
8. The tests are not reliable
9. Available norms for tests are outdated
10. Students really know more than tests show
11. Do not know/no answer

Q7 In the high school curriculum, do you think that the preparation of students for career awareness is adequate? (circle one)

1. Yes, it is adequate
2. No, more emphasis should be placed on career awareness
3. No, less emphasis should be placed on career awareness
4. Do not know/no answer

Q8 Should the elementary school curriculum include information about jobs and careers? (circle one)

1. Yes
2. No
3. Do not know/no answer

Q9 It has been suggested that courses be offered for parents in order to help parents tutor their children at home. How do you feel about this idea? (circle one)

1. Good idea
2. Poor idea
3. Do not know/no answer

Q10 Would you be willing to pay additional taxes to support such a program? (circle one)

1. Yes
2. No
3. Do not know/no answer

Q11 Currently some states are considering legislation which will permit students to graduate from school at age 14; the students must pass a test showing that they can read, write, and figure with sufficient skill to get along. How do you feel about this plan? (circle one)

1. Approve
2. Disapprove
3. Do not know/no answer

Q12 All of the qualities listed below are important in the overall development of a child. Which <u>one</u> do you regard as the <u>most</u> important? (circle one)

1. Learning to think for oneself
2. Ability to get along with others
3. Willingness to accept responsibility
4. High moral standards
5. Eagerness to learn
6. Desire to excel
7. Problem solving skills
8. Aesthetic awareness
9. Ability to influence others
10. Appreciation of other cultures
11. Do not know/no answer

Q13 Which quality you think is most neglected by schools? (circle one)

1. High moral standards
2. Learning to think for oneself
3. Eagerness to learn
4. Willingness to accept responsibility
5. Desire to excel
6. Ability to get along with others
7. Problem solving skills
8. Aesthetic awareness
9. Ability to influence others
10. Appreciation for other cultures
11. Do not know/no answer

Q14 What general programs are you most interested in the schools providing for your child? (circle as many as apply)

College Preparatory

1. Accelerated
2. General
3. Commercial/business
4. Vocational

Non-College Preparatory

5. General
6. Commercial/business
7. Vocational
8. Do not know/no answer

Q15 If there were additional funds for specific programs, on which programs should more money be spent? (circle as many as apply)

1. Migratory student program
2. Limited English-speaking and bilingual student program
3. Disdavantaged (academic, social, or economic) student program
4. Blind and partially sighted student program
5. Deaf and hard of hearing student program
6. Brain-injured student program
7. Physically handicapped student program
8. Mentally retarded student program

(programs continued on next page)

9. Emotionally disturbed student program
10. Learning disabled student program
11. Speech handicapped student program
12. Pregnant student program
13. Dropout or delinquent student program
14. Gifted student program
15. Computer assisted instruction program
16. Do not know/no answer

Q16 Here is a list of many ways that have been suggested for reducing school costs. In each case, will you indicate your opinion. (circle one letter for each item)

1. Reduce the number of administrative personnel

   a. Favorable
   b. Unfavorable
   c. No opinion

2. Reduce the number of counselors on the staff

   a. Favorable
   b. Unfavorable
   c. No opinion

3. Reduce the number of subjects offered

   a. Favorable
   b. Unfavorable
   c. No opinion

4. Cut out the twelfth grade by covering in three years what is now covered in four

   a. Favorable
   b. Unfavorable
   c. No opinion

5. Cut out after school activities, like bands, clubs, athletics, etc.

   a. Favorable
   b. Unfavorable
   c. No opinion

6. Reduce the number of teachers by increasing class sizes

   a. Favorable
   b. Unfavorable
   c. No opinion

7. Cut all teachers' salaries by a set percentage

a. Favorable
b. Unfavorable
c. No opinion

8. Reduce special services such as speech, reading, and hearing therapy

a. Favorable
b. Unfavorable
c. No opinion

Q17 School enrollments in many parts of the nation have declined because of a lower birthrate. Would you suggest that school expenditures be reduced accordingly? (circle one)

1. Yes
2. No
3. Do not know/no answer

Q18 About 53% of the money for public schools in the Houston Independent School District is raised locally, 41% is received from the state and 6% is received from the federal government. Of the money supplied from local sources, over 90% is obtained from property taxes. Should there be less reliance on property tax in funding public schools?

1. Yes, less reliance
2. No, more reliance
3. No, keep as is
4. Do not know/no answer

Q19 If property taxes were decreased, what other source of revenue would you favor as a basis for funding public education?

1. Tax on stocks, bonds, bank accounts, etc.
2. Tax on personal items (clothing, furnishings, cars)
3. Tuition charged to parents of school age children
4. State government (through sales tax)
5. Federal government (through income tax)
6. Rental of school buildings
7. Other Specify _____
8. No other source
9. Do not know/no answer

Q20 Should live-in boarding schools be provided at public expense for children with unfavorable home environments? (circle one)

1. Yes, they should be provided
2. No, they should not be provided
3. Do not know/no answer

Q21 As part of the public school system, a proposal has been made to make child-care centers available for all preschool children. How would you react to this program? (circle one)

1. Favor
2. Oppose
3. Do not know/no answer

Q22 What do you think are the biggest problems with which the public schools in this community must deal? (circle as many as apply)

1. Lack of discipline
2. Integration/segregation/busing
3. Lack of proper financial support
4. Poor curriculum
5. Use of drugs
6. Difficulty of getting "good" teachers
7. Parents' lack of interest
8. Size of school/classes
9. School board policies
10. Pupils' lack of interest
11. Lack of proper facilities
12. Crime/vandalism
13. Communication problems
14. There are no problems
15. Miscellaneous Specify _____
16. Do not know/no answer

Q23 For people living in Houston today, which of the following are problems? (circle as many as apply)

1. Crime
2. Transportation
3. General economy
4. Quality of life
5. Education
6. Local government services
7. No problems
8. Do not know/no answer

Q24 Of the problems you circled, please rank these problems from most serious (#1) to least serious for Houston.

1. most serious
2.
3.
4.
5.
6.
7. least serious

Q25 How many children do you have in the Houston public schools from kindergarten through 12th grade?

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. (More than 8)

Q26 What general occupational category would you like for your children to enter?

1. Manual laborer (custodian, stock, factory hand)
2. Craftsman (repairer, welder, carpenter)
3. Trade worker (bank teller, claims examiner, retail)
4. Technician/administrator (accountant, social worker)
5. Professional (doctor, architect, engineer, professor)
6. Executive in large business (corporate vice-president)
7. Other Specify _____

Q27 What do you expect your children to do upon completion of high school? (circle one)

1. Begin working
2. Join the military
3. Go on to college
4. Attend business school
5. Attend vocational/technical school
6. Do not know/no answer

Q28 What is the last grade the student's father completed? (circle one)

1. Graduate professional training
2. Standard college/university graduation
3. Partial college training
4. High school graduation
5. Partial high school (10th or 11th grades)
6. Junior high school (7th through 9th grades)
7. Less than seven years
8. Do not know/no answer

Q29 What is the last grade the student's mother completed? (circle one)

1. Graduate professional training
2. Standard college/university graduation
3. Partial college training
4. High school graduation
5. Partial high school (10th grade or 11th grades)
6. Junior high school (7th through 9th grades)
7. Less than seven years
8. Do not know/no answer

Q30 Which category best describes the position held by the head of the household? Examples are included to assist your selection. (circle one)

1. Manual laborer (custodian, stock, factory hand)
2. Craftsman (repairer, welder, carpenter)
3. Trade worker (bank teller, claims examiner, retail)
4. Technician/administrator (accountant, social worker)
5. Professional (doctor, architect, engineer, professor)
6. Executive in large business (corporate vice-president)
7. Other Specify _____
8. Currently out of work

Q31 What is your approximate <u>total</u> family income? (circle one)

1. under $3,000
2. $3,000 - $6,000
3. $6,000 - $12,000
4. $12,000 - 18,000
5. $18,000 - $25,000
6. over $25,000
7. Do not know/no answer

Q32 What is your ethnic group membership? (circle one)

1. Anglo-American
2. Negro-American
3. Hispanic-American
4. Other (specify) _____

Q33 What language do you speak most at home? (circle one)

1. English
2. Spanish
3. Other (specify) _____

Thank you for your cooperation. Please return this form to the school that your child attends. They will forward it to the Research and Evaluation Department.

M1073

Houston Independent School District

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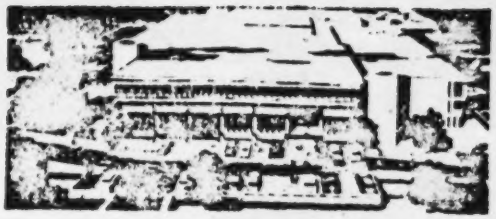

20 de febrero, 1978

Estimados señores:

Como parte de un proyecto para estimar las necesidades escolares del Houston Independent School District (HISD) de los años venideros, estamos pidiéndoles a algunos padres de estudiantes que contesten a un cuestionario sobre sus expectaciones de las escuelas de HISD y sus esperanzas por la instrucción de sus hijos.

Con otros padres, se les ha seleccionado a ustedes para participar en este estudio. Se contarán las repuestas de todos y se distribuirá a los administradores del distrito un reportaje de los resultados.

Tengan ustedes la bondad de contestar las preguntas de la Vista de las Expectaciones de los Padres por las Escuelas Publicas y la Instrucción de sus Hijos, y devolverla a la escuela de su hijo. La escuela entregará estas perspectivas al Departamento de Investigaciones y Evaluación.

Muchas gracias por su ayuda en este esfuerzo de obtener las opiniones de los padres en cuanto a la instrucción pública.

Atentamente,

Herbert L. Alston

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Vista de las Expectaciones de los Padres por las Escuelas Publicas y la Instrucción de sus Hijos

Respondan a las preguntas siguientes y devuelvan estas hojas a la escuela, por medio de su hijo. La escuela nos las entregará. Si Uds. tienen algunas preguntas sobre este estudio, hagan el favor de llamar al Dr. Herb Alston o a la Srta. Cathy Valentin: 623-5226.

1. Se dan a los estudiantes las notas A,B,C,D,F, para representar la cualidad de su trabajo. Si las escuelas públicas recibieran tales notas, ¿qué nota daría Ud. a la escuela pública de aquí--A,B,C,D, o F? (escoja una)

   a. A
   b. B
   c. C
   d. D
   e. F
   f. No se sabe

2. ¿Cuáles de las maneras siguientes cree Ud. que mejorarían la cualidad general de la instrucción en la escuela pública? (escoja cuantas quiera)

   a. Prestar más atención a la enseñanza de las habilidades básicas
   b. Esforzar más disciplina
   c. Hacer caso a las necesidades de cada estudiante, como individuo
   d. Mejorar las relaciones entre los padres y la escuela
   e. Poner énfasis en el desarrollo moral del estudiante
   f. Poner énfasis en la instrucción para las varias carreras y el desarrollo de hibilidades prácticas
   g. Darles a los maestros la oportunidad de aprender los métodos nuevos de la enseñanza
   h. Subir los standards académicos
   i. Aumentar el salario de los maestros
   j. Aumentar la cantidad de asignaturas hechas en casa
   k. Construir nuevos edificios
   l. Bajar la edad de presencia compulsoria en la escuela
   m. Tener menos estudiantes por maestro
   n. Ofrecer la instrucción bilingüe/multicultural
   o. Ninguna manera mejoraría la cualidad
   p. No se sabe

3. Para conseguir el diploma de la escuela secundaria (high school), ¿se debe insistir en que los estudiantes de los Estados Unidos pasen un examen standard? (escoja uno)

   a. Sí, se debe insistir
   b. No, no se debe insistir
   c. No se sabe

4. ¿Cree Ud. que la decadencia de los resultados de los exámenes nacionales que se ha visto en los años recientes significa que la cualidad de la instrucción de hoy también se declina? (escoja uno)

   a. Sí, se declina
   b. No, no se declina
   c. No se sabe

5. Se relaciona el tiempo que el estudiante pasa en la clase y él que pasa estudiando en casa con sus logros académicos. Para subir estos logros, ¿cree Ud. que se debe aumentar el número de horas pasadas en el aula de clase o el número de días por año pasados en la clase? (escoja uno)

   a. Deben pasar más horas por día en la clase; no deben pasar más días por año
   b. Deben pasar más días por año en la clase, no más horas por día
   c. Deben pasar más días por día y mas días por año en la clase
   d. No deben pasar ni más horas por día, ni más días por año en la clase
   e. No se sabe

6. Abajo se alistan algunas razones que se han dado para explicar la decadencia en los resultados de los exámenes nacionales. Indique cuáles son las que Ud. cree más responsables por esta decadencia. (Escoja cuantas quiera)

   a. Menos atención, interés, y cuidado por parte de los padres
   b. Los estudiantes están menos motivados
   c. Los estudiantes miran demasiado la televisión
   d. La sociedad ha llegado a ser más permisiva
   e. Los maestros prestan menos atención a los estudiantes
   f. Ahora es más fácil entrar en una universidad
   g. Las escuelas han aumentado el número de cursos que ofrecen
   h. Los exámenes no son apropiados
   i. El promedio que usan en el examen es anticuado
   j. En realidad, los estudiantes saben más que demuestran en el examen
   k. No se sabe

7. En cuanto a los cursos de estudio de la escuela secundaria, ¿cree Ud. que preparan bien a los estudiantes para una consciencia profesional? (escoja uno)

   a. Sí, los preparan bien
   b. No, no los preparan bien; <u>más</u> énfasis es necesario
   c. <u>Menos</u> énfasis es necesario
   d. No se sabe

8. En la escuela primaria, ¿deben los cursos de estudio incluir información sobre empleos o carreras? (escoja uno)

   a. Sí
   b. No
   c. No se sabe

9. Se ha sugerido que se debe ofrecer cursos a los padres para ayudarles a enseñar a sus hijos en casa. ¿Qué le parece esta idea? (escoja uno)

   a. Buena idea
   b. Idea de poco mérito
   c. No se sabe

10. ¿Quisiera Ud. pagar más impuestos para mantener tal programa?

   a. Sí
   b. No
   c. No se sabe

11. Algunos estados de este país están considerando una ley que permitiría que los estudiantes se graduaran a los 14 años; los estudiantes tendrían que pasar un examen demostrando su habilidad de leer, escribir, y hacer matemáticas con suficiente destreza. ¿Qué le parece este plan?

   1. Apruebo
   2. Desapruebo
   3. No tengo opinión

12. Todas las cualidades alistadas aquí son importantes para el desarrollo general de un niño. ¿Cuál le parece a Ud. la <u>más</u> importante? (escoja una)

   a. El aprender a pensar independientemente
   b. La habilidad de comportarse bien con otras personas
   c. La habilidad de aceptar responsabilidades
   d. Unos standards morales exigentes
   e. El deseo de aprender
   f. El deseo de hacer los estudios bien
   g. La habilidad de resolver problemas
   h. Una consciencia de lo estético
   i. La habilidad de influenciar a otras personas
   j. Una apreciación de otras culturas
   k. No se sabe

13. ¿Qué cualidad es la más <u>ignorada</u> por las escuelas? (escoja una)

   a. Unos standards morales exigentes
   b. El aprender a pensar independientemente
   c. El deseo de aprender

d. La habilidad de aceptar responsabilidades
e. El deseo de hacer los estudios bien
f. La habilidad de comportarse bien con otras personas
g. La habilidad de resolver problemas
h. Una consciencia de lo estético
i. La habilidad de influenciar a otras personas
j. Una apreciación de otras culturas
k. No se sabe

14. De estos programas generales, ¿cuál le interesa más como parte de lo que le ofrece la escuela a su hijo? (escoja cuantas quiera)

Programas preparativos para estudios universitarios

a. Acelerados
b. Generales
c. Comerciales
d. Técnicos

Programas sin preparativos para estudios universitarios

e. Generales
f. Comerciales
g. Técnicos
h. No se sabe

15. Si hubiera fondos adicionales para programas específicos, ¿en qué programas deberían gastar más dinero? (escoja cuantas quiera)

a. Programas para el estudiantes migratorio
b. Para el estudiante bilingüe o él que habla poco inglés
c. Para el estudiante con desventajas académicas, sociales, o económicas
d. Para el estudiante ciego o de poca vista
e. Para el estudiante sordo o duro de óido
f. Para el estudiante de cerebro dañado
g. Para el estudiante con desventajas físicas
h. Para el estudiante retardado mentalmente
i. Para el estudiante susceptible a fáciles cambios emocionales
j. Para el estudiante de poca habilidad escolar
k. Para el estudiante con problemas del habla
l. Para la estudiante encinta
m. Para el estudiante delincuente
n. Para el estudiante talentoso
o. Programas de instrucción por computadora
p. No se sabe

16. He aqui una lista de varias maneras que se han sugerido para disminuir los gastos de la instrucción. En cada caso, indique su opinión. (escoja una por cada manera)

a. Disminuir el número de empleados administrativos

1. Favorable
2. Desfavorable
3. No se sabe

b. Disminuir el número de consejeros académicos

1. Favorable
2. Desfavorable
3. No se sabe

c. Disminuir el número de cursos

1. Favorable
2. Desfavorable
3. No se sabe

d. Eliminar el grado doceno (12th grade, o último año de la escuela secundaria)

1. Favorable
2. Desfavorable
3. No se sabe

e. Eliminar otras actividades como las orquestas, los clubs, la participación atlética, etc.

1. Favorable
2. Desfavorable
3. No se sabe

f. Disminuir el número de maestros por medio de aumentar el número de estudiantes por clase

1. Favorable
2. Desfavorable
3. No se sabe

g. Bajar el salario de los maestros por un determinado porcentaje

1. Favorable
2. Desfavorable
3. No se sabe

h. Eliminar los servicios especiales como la terapia por el habla, el oído, la lectura, etc.

1. Favorable
2. Desfavorable
3. No se sabe

17. El numero de estudiantes que asisten a la escuela en muchas partes del país ha bajado a causa de la natalidad disminuida. ¿Sugeriría Ud. que los gastos se deben reducir de acuerdo con esto?

1. Sí
2. No
3. No se sabe

18. Acerca de 53% de los fondos de las escuelas públicas en HISD se ganan en la ciudad; se recibe 41% del estado de Texas, y 6% del gobierno federal. Del dinero recibido de la cuidad, más de 90% se consigue por impuestos sobre la propiedad personal (casa, tierra). ¿Se debe depender menos de estos impuestos para las escuelas públicas?

a. Sí, menos dependencia
b. No, más dependencia
c. No, no debe cambiarse
d. No se sabe

19. Si se disminuyeran estos impuestos sobre la propiedad, ¿qué otra fuente de fondos favorecería Ud. como base de la instrucción pública?

a. Impuestos sobre las acciones comerciales, cuentas de banco
b. Impuestos sobre los artículos personales (ropa, muebles, automóbiles)
c. Un precio de instrucción pagado por los padres
d. El gobierno del estado (impuestos sobre las ventas)
e. El gobierno federal (impuestos sobre la renta)
f. El alquiler de edificios escolares
g. Otros; indique _____
h. Ninguna otra fuente
i. No tengo opinión

20. ¿Cree Ud. que debe haber escuelas, mantenidas por fondos públicos, donde pudieran vivir los estudiantes que tienen un ambiente desfavorable en casa?

a. Sí
b. No
c. No se sabe

21. Como parte del sistema de escuelas públicas, se ha hecho una proposición para hacer disponibles centros para el cuido de niños, para todos los niños de menos de 5 años. ¿Que le parece este programa?

a. Estaría en favor de él
b. Lo opondría
c. No tengo opinión

22. En su opinión, ¿cuáles son los problemas <u>más grandes</u> que tienen las escuelas <u>públicas</u> de esta ciudad? (escoja cuantas quiera)

a. La falta de disciplina
b. La integración/segregación
c. La falta de mantenimineto monetario
d. Los cursos de estudio son de poco mérito
e. El uso de drogas
f. La dificultad de conseguir buenos profesores

g. La falta de interés por parte de los padres
h. El tamaño de la escuela o de la clase
i. Los planes de acción de la Junta de Educación
j. La falta de interés por parte del estudiante
k. La falta de recursos necesarios
l. El crimen
m. Problemas de comunicación
n. No hay problemas
o. Misceláneo; indique _____
p. No se sabe

23. ¿Cuáles son los problemas de la gente que vive hoy en Houston? (escoja cuantos quiera)

a. El crimen
b. El modo de transporte
c. La economía en general
d. La cualidad de la vida
e. La instrucción de los niños
f. Los servicios del gobierno de la ciudad
g. No hay problemas
h. No se sabe

24. De los problemas que Ud. ha escogido, haga el favor de ordenarlos del más serio (#1) al menos serio de Houston.

1.
2.
3.
4.
5.
6.
7.

más serio
↓
menos serio

25. ¿Cuántos hijos tiene Ud. desde el jardín de los niños al grado doceno (12th grade), en las escuelas públicas de Houston?

a. Uno
b. Dos
c. Tres
d. Cuatro
e. Cinco
f. Seis
g. Siete
h. Ocho
i. Más de ocho

26. ¿En qué categoría general de empleo le gustaría a Ud. que sus hijos entraran? (escoja una)

a. Trabajador (portero; en un almacén; en una fabrica)
b. Artesano (reparador; soldadero; carpintero)
c. Comerciante (empleado de un banco; examinador de demandas; vendedor)
d. Técnico/administrador (contador; empleado del servicio social)

e. Profesional (médico; arquitecto; ingeniero; profesor)
f. Jefe de un comercio grande (vice-presidente de una corporación)
g. Otro; indique _____

27. ¿Qué cree Ud. que harán sus hijos después de graduarse de la escuela secundaria? (escoja uno)

a. Empezar a trabajar
b. Inscribirse en el ejército
c. Sequir sus estudios en una universidad
d. Asistir a una escuela comercial
e. Asistir a una escuela técnica
f. No se sabe

28. ¿Cuál es el nivel de estudio que ha terminado el padre del estudiante? (escoja uno)

a. Instrucción profesional de nivel posgraduado
b. Se graduó de una universidad o "college" de 4 años
c. Asistió a una universidad o college, sin graduarse
d. Se graduo de la escuela secundaria
e. Asistió a la secuela secundaria, hasta los grados 10 o 11, sin graduarse
f. Asistió a la escuela hasta los grados 7-9
g. Asistió a la escuela por menos de siete años.
h. No se sabe

29. ¿Cuál es el nivel de estudio que ha terminado la madre del estudiante? (escoja uno)

a. Instrucción profesional de nivel posgraduado
b. Se graduó de una universidad o college de 4 años
c. Asistió a una universidad o college, sin graduarse
d. Se graduó de la escuela secundaria
e. Asistió a la escuela secundaria, hasta los grados 10 o 11, sin graduarse
f. Asistió a la escuela hasta los grados 7-9
g. Asistió a la escuela por menos de siete años
h. No se sabe

30. ¿Qué categoría describe el puesto que ahora tiene el dueño de su casa? Se incluyen ejemplos para ayudarle con su selección. (escoja uno)

a. Trabajador (portero; en un almacén; en una fábrica)
b. Artesano (reparador; soldadero; carpintero)
c. Comerciante (empleado de un banco; examinador de demandas; vendedor)
d. Técnico/administrador (contador; empleado del servicio social)
e. Profesional (médico; arquitecto; ingeniero; profesor)
f. Jefe de un comercio grande (vice-presidente de una corporación)
g. Otro; indique _____
h. Actualmente, desempleado

31. Aproximadamente, ¿cuál es el salario combinado de todas las personas de su casa que trabajan actualmente? (escoja uno)

a. menos de $3000
b. $3000 - $6000
c. $6000 - $12000
d. $12000 - $18000
e. $18000 - $25000
f. más de $25000
q. No se sabe

32. ¿A qué grupo étnico pertenece Ud.? (escoja uno)

a. Anglo-Americano
b. Negro-Americano
c. Hispano-Americano
d. Otro _____

33. ¿Qué lengua habla Ud. en casa?

a. Inglés
b. Español
c. Otro _____

Muchas gracias por su colaboración. Haga el favor de devolver este cuestionario a la escuela de su hijo. Lo entregarán al Departamento de Investigaciones y Evaluación.